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ABSTRACT

Since the early 1970s, vocational-technical (VT) activities in Italy have primarily been under regional management. Principal activities covered by VT are basic vocational training, further vocational training, retraining, and training for the unemployed. The Regions also have responsibility for the training of apprentices. The VT user population includes 53 percent of young people aged 15 to 19, more than 60 percent of young people at secondary school, and almost 65 percent of those in employment via apprenticeships. Trainers involved in VT activities aimed at placement in first jobs are the teaching staff of vocational colleges and technical colleges, the teaching staff of vocational training centers, and operators working in inservice training centers. Each group is characterized by a high degree of diversity in both quantitative and qualitative terms. They also display variations from an institutional point of view, in respect to training, recruitment, and qualifications. In the future, VT activities will be affected by changes linked to technological advances, changes in working organization (and hence in job structures), and changes in the organization of education and training. The trainer's role will also be redefined and changes will occur in initial training, recruitment, the acquisition of skills, and refresher courses. (YLB)

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Vocational training staff in Italy

Current situation and future trends

CEDEFOP

ED270606

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INTRODUCTION

1. In July 1981, the Management Board of CEDEFOP undertook to conduct a study on the vocational situation and the improvement of the qualifications and skills of teachers and trainers.

The study aimed at defining the working hypotheses and the resultant initiatives required both at Community level and in the individual Member States in view of the development of the necessary initial and continuing training of teachers and trainers by means of which it would be possible for them to cope with the technological, economic and sociological challenges of their times.

2. The study spanned the period running from December 1981 through November 1982 in the course of which specialists in the matter in each Member State systematically compared their results with the views of groups of national experts. Consistency of the study at the European level was facilitated by the use of a common network for the exchange of documentation and information and also by the joint comparison and discussion of the working hypotheses and the national results at meetings in Berlin.

The subsequent eight reports served as the basis for a synthesis prepared by Quaternaire Education - Paris.

The present monograph drawn up by CENSIS and available in French and English thus represents the Italian contribution to this European study.

The monographs on seven of the other EEC countries are also available from CEDEFOP in French and English and the language of the country concerned.

The study in question should be read together with the general synthesis report entitled "The training and vocational situation of trainers" prepared by Quaternaire Education - Paris and likewise to be found at CEDEFOP in French and English.

Finally, an ongoing study on the training of trainers involved in alternance training designed to complete the present general study will be made available by CEDEFOP in the course of 1983.

3. CEDEFOP will examine the results of this project with the Commission of the European Communities and the other competent Community and national authorities. Already the following conclusions emerge from the national reports:
 - a) The average age of the trainers is 40, be they in vocational schools or in enterprises, and the present population trend points to a slowdown in their recruitment. The combination of these two factors brings out the importance which ought to be given to the continuing training of trainers and teachers and which should vary according to their kind and to the forms of vocational training. In any event, it should be guaranteed by the right to educational leave estimated at a minimum of two years for a career (or 15 days a year).

- b) Such further training of teachers and trainers should focus of course on teaching methods and practices and above all enable them to keep pace with technological developments, heighten their sense of social awareness and become acquainted with the enterprises for which they train the young.
- c) It therefore would be most desirable to encourage the organization of in-firm training courses for the teachers and the trainers of training centres which in turn would require the revision of the current laws and regulations as these are frequently a real obstacle to the alternance of the training duties of the teachers and trainers and of the production requirements of the enterprise. The provision of similar courses in organizations essentially geared to meet social needs and so forth is also recommended.
- d) The teachers and trainers must prepare young people to cope with the unforeseeable and to achieve mobility which thus calls for a recasting of the technical education and training system in order to provide young people in training with both a genuine qualification and the ability to stand on their own two feet. The continuing training of teachers and trainers obviously must be organized and adapted accordingly.
- e) To be able to fully and constantly assume their training duties the in-firm trainers should have the opportunity, as required, to undergo further training and in particular to work together whenever possible with vocational school teachers.

f) The improvement of the abilities and skills of teachers and trainers requires more however than the right to continuing training or the recurrent return to the enterprise to acquire further practical experience. As things now stand, vocational training institutions are all too often sheltered and static worlds. The advancement of teachers and trainers calls for a streamlining of the structures, the status and the operation of these institutions as a way of opening them to the outside world in order to provide them with a new vision of things and thus enable the continuing improvement of their staff.

If all this seems to be ambitious and exaggerated, it must be realized that the success of the vocational training systems is directly dependent on the quality of the men and women staffing them, as such, a close look at the existing situation in each Member State reveals an urgent need for prompt and thorough reform.

Bernard PASQUIER
November 1982

LIST OF ABBREVIATIONS USED IN THE REPORT

Italian	English	
ANCIFAP	ANCIFAP	National Association of IRI Centres for Vocational Training
CFP	VTC	Vocational Training Centres
DPR	DPR	Decree of the President of the Republic
ELEA	ELEA	Elea SpA Olivetti Training/Consultancy
FP	VT	Vocational Training
IP	VC	Vocational College
IPC	CVC	Commercial Vocational College
IPSA	AVC	Agricultural Vocational College
IPSIA	ICVC	Industrial and Craft Vocational College
IRI	IIR	Institute for Industrial Reconstruction
IRRSAE	RIREER	Regional Institute for Research, Experimentation and Educational Retraining
ISFOL	IDWVT	Institute for the Development of Workers' Vocational Training
ISTAT	ISTAT	Central Institute for Statistics
ISVOR	IDO	Institute for Development and Organization
IT	TC	Technical College
ITA	ATC	Agricultural Technical College
ITC	CTC	Commercial Technical College
ITG	GTC	Geometrical Technical College
ITI	ITC	Industrial Technical College
ITP	TPT	Technical and Practical Skill Teachers
LR	RL	Regional Law

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CHAPTER 1

VOCATIONAL TRAINING ACTIVITIES IN ITALY

It is appropriate to preface a study of the prospects enjoyed by Vocational Training (VT) staff in Italy by an outline of the current educational system and of regionally organized extrascholastic VT activities, together with the possibility of linking these to the bill aimed at modifying the higher secondary school.

1.1 The Italian school system

There are three main levels (see diagram no. 1):

- compulsory schools (from 6 to 14 years), made up of five years' attendance at primary school and three years' attendance at secondary school - or lower secondary school; this is concluded by the secondary certificate examination, the pass certificate giving access to the higher secondary school or entry into the labour market (1);
- higher secondary school, currently made up of a considerable number of types of school and specialization, with varying length of attendance, and linked to specific outlets. Nevertheless it is possible to discern certain broad categories of specialization:
 - . **grammar school** (liceo) (classical, scientific, linguistic), five years' attendance leading to a school-leaving examination which is valid for university entrance;
 - . **training college** (scuola magistrale + istituto magistrale), subdivided into a four-year istituto magistrale course of primary school teacher training, and a three-year

(1) Compulsory school attendance relates to age - school attendance is compulsory until the age of 14 - and is not dependent on examination success.

scuola magistrale course which trains nursery school teachers; it is possible to go straight from an istituto magistrale to a university faculty open to those holding a teaching diploma, or to complete an additional fifth year of study in order to qualify for access to any other university faculty;

- . **technical college** (istituto tecnico), subdivided into: agricultural college (ITA), industrial technical college (ITC), geometrical technical college (ITG) and other minor specialized branches. Each branch is further subdivided into individual specializations (ITI, the industrial technical college, being subdivided into courses in mechanics, electronics, telecommunications, the chemical sector, etc. - with a total of more than 50 individual courses). After the five year course a diploma is awarded which enables the holder to seek work - as a technician or as a "white-collar" worker - or to pursue studies at university level;
- . **vocational technical college** (istituto professionale), subdivided into agricultural college (IPSA), industrial and craft college (IPSIA) - offering some 200 specialized courses -, commercial college (IPC) and other types of college. As a rule the courses last three years (1) and at the end of the course a certificate is obtained which enables the holder to seek skilled work; a further two years' study leads to a university entrance diploma;
- . **art school and art college** (liceo artistico + istituto d'arte), the first offering a four-year course leading to entrance to the Academy of fine art, and the second offering a three-year course leading to an art teaching certificate;

(1) There are also two- and four-year courses.

- university entrance is open to those holding the higher secondary school diploma. The university is made up of various faculties, offering degree courses and higher diploma courses of varying length (two years for certain diplomas, four years for almost all degree subjects, five years for architecture and engineering, six years for medicine and surgery).

Setting aside the lower level (compulsory schooling) and the higher level (university), the vocational and technical colleges emerge from the higher secondary complex as pathways for the acquisition of vocational skills.

1.2 Regionally administered extrascholastic VT activities

In the early 70's, DPR (Decree of the President of the Republic) no. 10/1972 transferred the greater part of powers over VT activities from the Ministry of Labour to the Regions, and subsequently framework law no. 845/78 created an overall reference framework for VT activities.

VT structures, in other words vocational training centres (CFP), also came under regional management.

Diagram no. 1: Italian education system, under current legislation

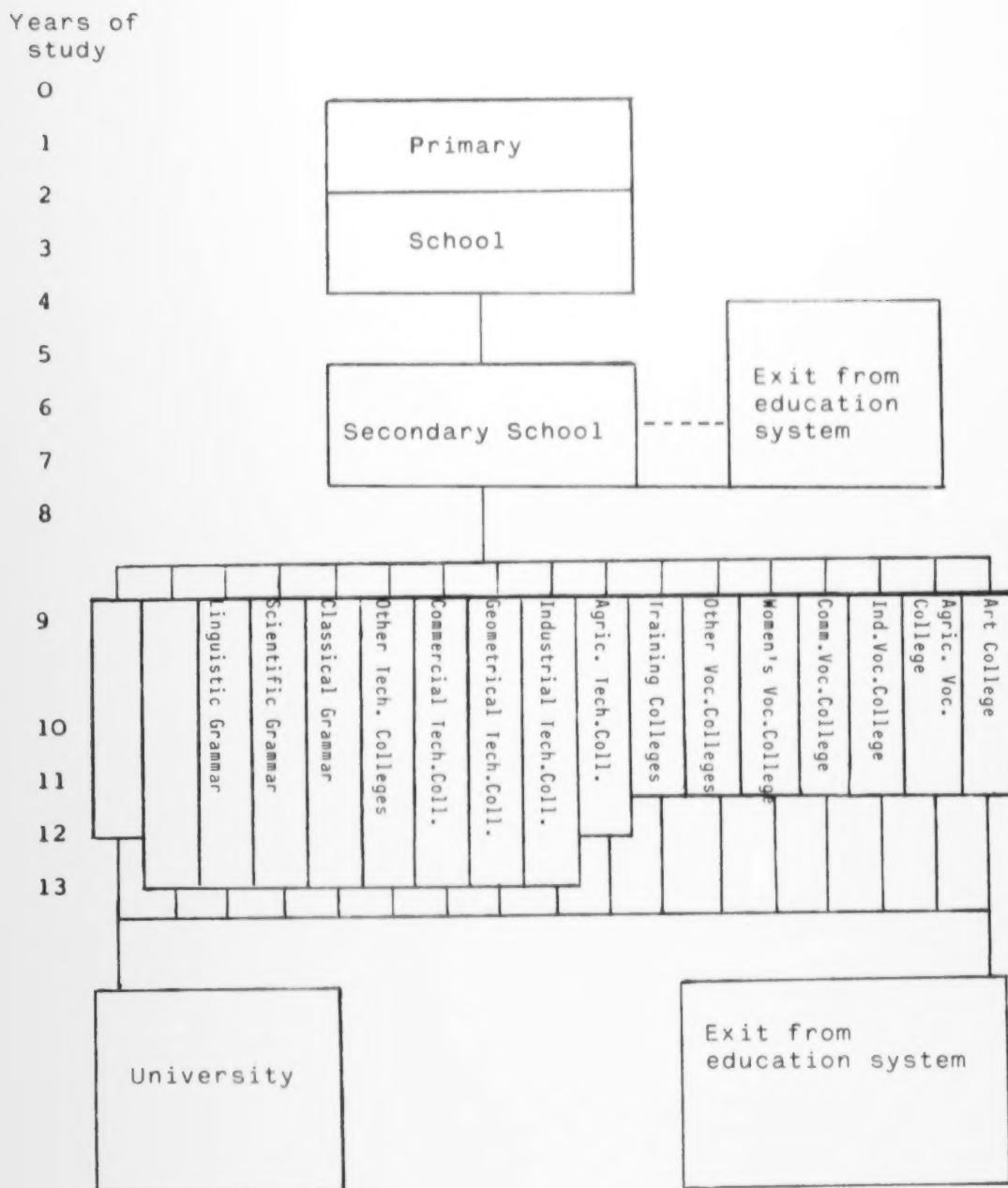


Diagram no. 2: Link between school and vocational training under current legislation

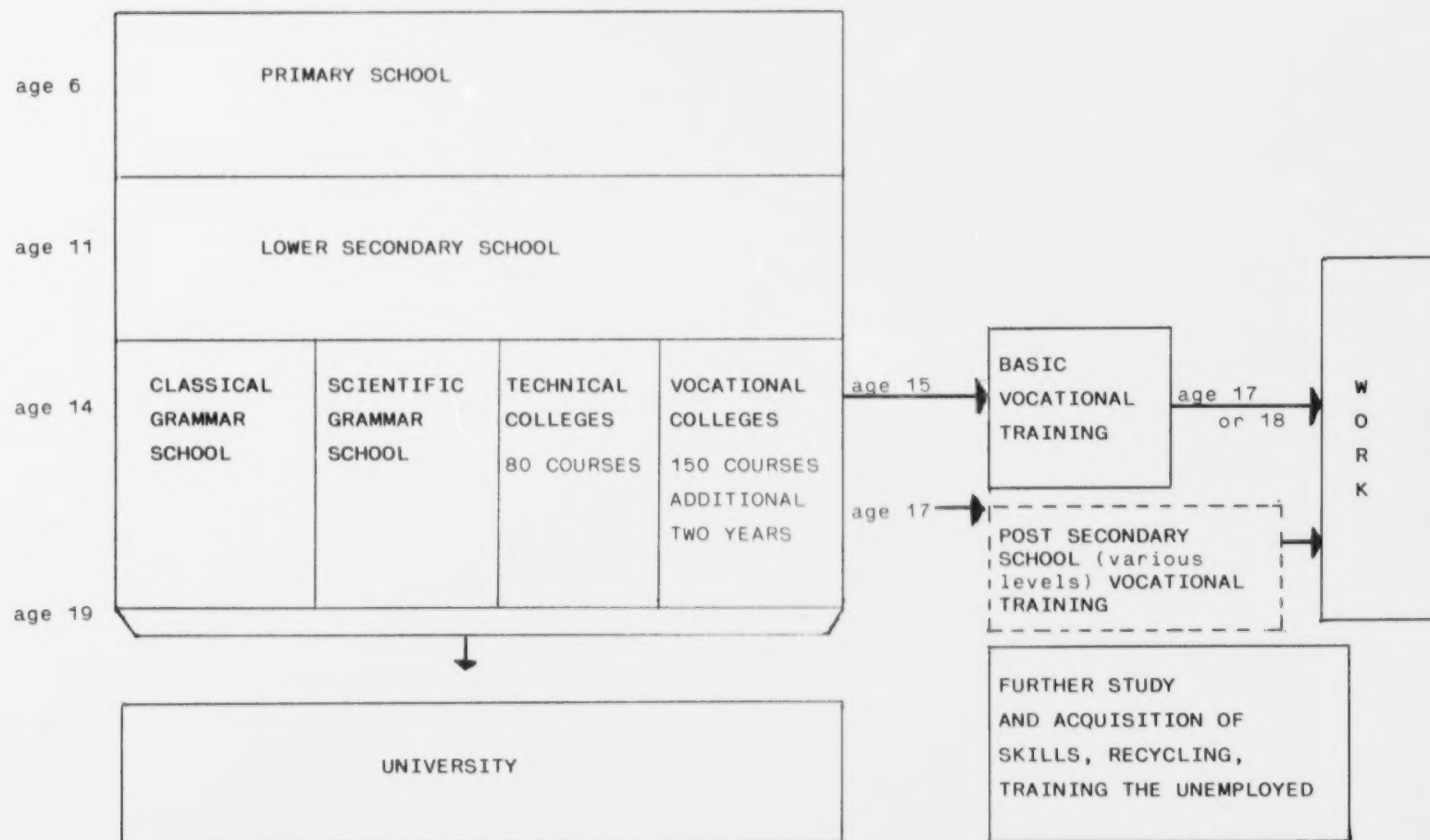
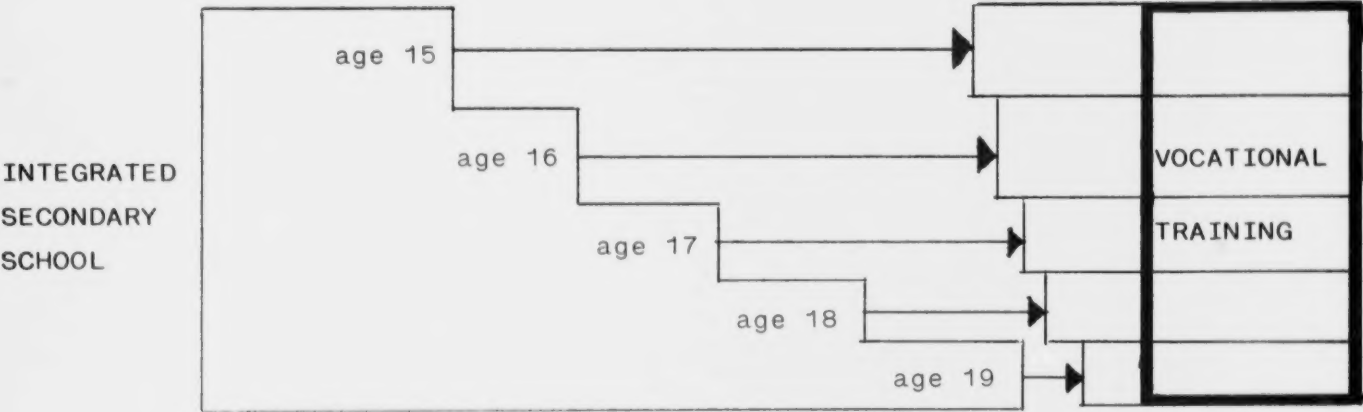


Diagram no. 3: Higher secondary school and vocational training, under the new Act



1.2.1 At present the principle activities covered by VT are as follows (see diagram no. 2):

- basic vocational training, for young people who have completed their compulsory education - even those who do not possess the secondary certificate: the courses last for one year (occasionally two or more years) and as a rule they are made up of course units which are worked through in sequence and which, taken together, constitute a vocational qualification (1). In many ways this is a programme of training which runs parallel to the formal education system, in particular to the vocational technical colleges (IPS), both in terms of the body of users (same age group) and in terms of content;
- further vocational training, for higher secondary school leavers who need additional vocational preparation before entering the job market;
- retraining and recycling for those in paid employment;
- training for the unemployed.

1.2.2 The Regions have also assumed responsibility for the training of apprentices (law no. 25/1955).

Apprenticeship is defined in art. 2 of the law as:

"Apprenticeship is a special type of employment, by virtue of which the employer is under a duty within his undertaking to provide instruction to the apprentice, such as to allow the latter to acquire the technical skills

(1) Recognized as a certificate for registering at job centres, but not valid for formal educational purposes.

needed to become a skilled worker, such skills being used in the undertaking itself".

The specific nature of apprenticeship is thus linked with the employer's mandatory duty to provide that instruction (practical or additional) necessary for the apprentice to become a skilled worker; this comes in addition to the two basic characteristics of employment (provision of labour and payment of wages).

Apprenticeship is, however, two-fold in nature: it constitutes employment as well as an instrument of vocational training.

The training aspects are governed by art. 16. Apprentice training takes place via practical instruction (which is designed to enable the apprentice to acquire the skills needed in the job for which he/she is being trained) and additional teaching (which is designed to provide the theoretical basis needed for full career potential to be achieved).

Course attendance for additional instruction is compulsory and free of charge (art. 17). The courses may be organized:

- at company level (in-firm courses), by employers who have apprentices on their books (at least 10);
- at group level, by regional associations of craft business (again with at least 10 apprentices);
- by the Regions, or on their behalf, by vocational training bodies.

Courses are organized on the basis of levels of academic achievement and by the vocational categories of entrants.

These courses may be broken down into:

- a) introductory or preparatory courses for apprentices who have little or no basic educational skills (no first school leaving certificate, illiterate or semi-literate);
- b) courses of 1st, 2nd, and 3rd level training for apprentices who possess a first school leaving certificate or a higher school certificate, or who at least have received basic education. "Training level" refers to the chronological sequence of years of theoretical and practical instruction which apprentices must follow during their apprenticeship.

Additional courses related to the vocational categories represented by the apprentices may be specialized or mixed, according to numbers, to the vocational proficiency which the apprentice must display, to the school or college certificates obtained by the apprentice, to age and to attendance at previous courses of supplementary education.

In any case, vocational qualification groups should be kept together, and exceptionally - where craft industries predominate - mixed courses for related trades have to be run for any broad group of trades (e.g. mechanics in general, fitters, screw cutters, millers, turners, etc.).

A maximum of 20 apprentices may be admitted to each course.

The number of hours taken up by supplementary education - which are deemed to be working hours for all purposes - have been increased (pursuant to D.M. 29/7/70, wherever not stipulated in the contract of employment, and effective as from 1/1/1971, to 200 hours per annum, broken down into 8 hours per week). The legislation states that course content must comply with ministerial standards.

After practical training and supplementary courses have been completed (art. 18), the apprentice must pass aptitude tests in the trade to which he/she has been apprenticed; the qualification thus obtained must be recorded on the individual's employment card. The regulation concerning the legislative rules applying to apprenticeship states that once the period of practical training, stipulated by collective agreements (and, in any case, no longer than five years in duration) is completed, employers, including those in craft industries, shall confer skilled status on their apprentices, subject to the passing of aptitude tests.

Such tests are generally conducted within the undertaking, pursuant to the provisions of collective agreements.

However, the lack of training content in these contracts - prior to regional administration - and the move to abolish them altogether, which was supported by most if not all political movements, and most if not all social groups for a very long time, actually led to training effort in this field being relinquished. Thus, today, more than 700 thousand apprentices (711 thousand according to the latest figures released by the Ministry of Labour, as at 1st August 1981) have no further training than that provided at the workplace;

only in recent months, and in the light of the forthcoming amending legislation, have some regions begun to review their position in respect of training places, and are starting up experimental programmes.

1.2.3 In order to complete the picture in respect of extrascholastic VT teachers coming under regional administration, certain information should be added in relation to:

- training places
- the training of health workers (non-graduate level)
- experience gained with training contracts - temporarily suspended.

The administration of training places in Italy is still governed by law no. 26/55, although a new law is in the offing, and to that end parliament is currently discussing bills tabled by various political parties. Training places, too, form part of the VT activities entrusted to the regions. However, the lack of training content in these contracts - prior to regional administration - and the move to abolish them altogether, which was supported by most if not all political movements, and most if not all social groups for a very long time, actually led to training effort in this field being relinquished. Thus, today, more than 700 thousand trainees (711 thousand according to the latest figures released by the Ministry of Labour, at 1st August 1981) have no further training than that provided at the workplace; only in recent months, and in the light of the forthcoming amending legislation, some regions began to review their position in respect of training places, and are starting up experimental programmes.

The training of health workers is also part of the package of powers devolved upon the regions: in the majority of instances, however, it is administered independently of the activities of the VT Council (Assessorato), and comes directly under the Health Council (Assessorato alla Sanità).

Training courses are held at hospitals and clinics, but in many cases these may not be assimilated to schools or colleges in the true sense of the words; thus the teaching staff is made up almost exclusively of medical and administrative staff from local hospitals and clinics, to whom teaching responsibilities are temporarily entrusted.

There is no genuine body of teaching staff for these activities, neither is there information which would make it possible to set out a precise picture of the activities involved, given their extremely varied nature.

Training contracts (provided for by law no. 285/77 Provisions for youth employment with subsequent amendments) have emerged only temporarily - at least for the moment - as between institutions promoting active employment policies and VT institutions: they were only possible during the period of validity of law no. 285/77. Indeed, they created a link between VTC's and undertakings; however, they were so few in number (circa seven thousand and so short in duration (three and a half years) that they must be deemed first and foremost to have been experimental in nature.

They made use of VTC teachers and workers from undertakings, collaboration or at least links between the two always being the case; at present, the codification of trainingwork contracts as a permanent institution for initial job

placement and for the transition between school/college and work is under discussion in parliament, within the broader context of a bill governing the labour market.

1.3 Scholastic and extrascholastic VT user population

For the academic year 1980/81 the "formal" VT user population may be calculated at almost two and a half million, subdivided thus:

- more than one and a half million in vocational colleges (450 000) and in technical colleges (1 070 000), of a total of 2 415 352 students in higher secondary schools (table 2);
- 240 000 in basic VT courses, of a total of 273 541 participants in regionally administered VT activities (1) (table 3);
- 711 688 apprentices - albeit qualified by the remarks under point 1.2 - of a total of approximately 1 106 000 young people aged between 15 and 19 in employment (table 4).

Where the 15 to 19 year old population, i.e. the bracket which in essence comprises users of initial VT training, is a little over 4 600 000 (table 1), it may be stated that 53-53 % of young people in this age bracket are in some way involved in VT activities.

More particularly, some 33 % of the population within that bracket are involved in scholastic VT (overall 52.5 % are

(1) These data refer to academic year 1979/80; there are, however, some variations for 1980/81.

accounted for by secondary schools), more than 5.2 % in extrascholastic VT, 15.5 % in apprenticeships (of a total of employed persons from 15 to 19 years of age equal to 24 %).

Apart from involving the majority of young people, VT activities cover more than 60 % of young people at secondary school and almost 65 % of those in employment via apprenticeships.

These figures indicate the extent of "formal" VT activities: nevertheless, it should be borne in mind that activities within higher secondary schools cover more than scholastic training, whereas only the outer shell of the apprenticeship structure remains, while it has lost the specific characteristics of a training system and a path of entry into working life.

Table 1: Italy: resident population at 1st January 1981

Age	Males	Females	TOTAL	Age	Males	Females	TOTAL
0	334787	316121	650908	44	362697	376151	738848
1	346158	327618	673776	40-44	1910066	1955936	3866002
2	364439	345244	709683	45	358978	372799	731777
3	382522	362896	745418	46	354388	366942	721330
4	406988	385584	792572	47	351241	363054	714295
0-4	1834894	1737463	3572357	48	344800	359007	703807
5	423471	402803	826274	49	353807	366950	720757
6	445935	423793	869728	45-49	1763214	1828752	3591966
7	445795	424064	869859	50	382925	398992	781917
8	450095	425538	875633	51	344092	361835	705927
9	441575	416929	858504	52	346345	362468	708813
5-9	2206871	2093127	4299998	53	347199	365619	712818
10	447944	423635	871579	54	337791	361387	699178
11	462414	443324	905738	50-54	1758352	1850301	3608653
12	461583	436125	897708	55	333507	361080	694587
13	465379	444812	910191	56	336295	368386	704681
14	483834	460910	944744	57	323625	360578	684203
10-14	2321154	2208806	4529960	58	309823	360314	670137
15	486469	464054	950523	59	305253	354796	660049
16	496367	471831	968198	55-59	1608503	1805154	3413657
17	469283	449020	918303	60	315010	367721	682731
18	451647	433306	884953	61	197495	232157	429652
19	451070	430563	881633	62	151234	182190	333424
15-19	2354836	2248774	4603610	63	159402	188468	347870
20	464842	444650	909492	64	196500	234637	431137
21	427635	409487	837122	60-64	1019641	1205173	2224814
22	412254	397262	809516	65	244383	295616	539999
23	411086	398190	809276	66	247970	301055	549025
24	407044	396887	803931	67	246706	301789	548495
20-24	2122863	2046476	4169339	68	242069	298915	540984
25	401438	391849	793287	69	228432	284890	513322
26	399364	391537	790901	65-69	1209560	1482265	2691825
27	386365	374978	761343	70	225694	286374	512068
28	384086	374543	758629	71	207297	268306	475603
29	387062	376506	763568	72	197928	263392	461320
25-29	1958315	1909413	3867728	73	172404	234654	407058
30	431022	415929	846951	74	161075	224733	385808
31	406774	398310	805084	70-74	964398	1277459	2241857
32	447818	441058	888876	75	146548	209424	355972
33	420772	414578	835350	76	132810	196872	329682
34	421941	419491	841432	77	113742	174058	287800
30-34	2128327	2089366	4217693	78	106897	168083	274980
35	328156	328302	656458	79	94548	150873	245421
36	337838	340996	678834	75-79	594545	899310	1493855
37	344264	349286	693550	80-84	294733	537815	832548
38	342762	350953	693715	85-89	110420	242898	353318
39	352310	357662	709972	90 & +	34623	94023	128646
35-39	1705330	1727199	3432529	TOTAL	2790645	29239710	57140355
40	408466	412459	820925				
41	396163	406075	802238				
42	383605	392510	776115				
43	359135	368741	727876				

Table 2: Distribution of pupils according to type
of higher secondary school

Type of school	1977/78	1978/79	1979/80	1980/81
	Absolute figures			
Vocational colleges	399 345	419 922	433 007	445 236
Technical colleges, tot.	1 030 206	1 057 938	1 065 629	1 077 699
- Ind.techn.coll.	304 897	296 959	286 696	281 460
- Comm.techn.coll.	476 434	504 204	519 390	531 878
- Geom.techn.coll.	134 409	135 723	135 509	136 201
Training colleges	206 299	219 908	231 232	236 218
Scientific Grammar (1)	389 777	395 292	397 023	394 250
Grammar school	187 272	196 942	202 741	205 483
Art college and art grammar	57 023	57 222	56 110	56 439
Total	2 269 934	2 347 224	2 385 742	2 415 325
	Percentage figures			
Vocational colleges	17.6	17.9	18.1	18.4
Technical colleges, tot.	45.4	45.1	44.7	44.6
- Ind.techn.coll.	13.4	12.7	12.0	11.7
- Comm.techn.coll.	21.0	21.5	21.8	22.0
- Geom.techn.coll.	5.9	5.8	5.7	5.6
Training colleges	9.1	9.4	9.7	9.8
Scientific Grammar (1)	17.2	16.8	16.6	16.3
Grammar school	8.2	8.4	8.5	8.5
Art college and art grammar	2.5	2.4	2.4	2.4
Total	100.0	100.0	100.0	100.0

(1) Including Linguistic grammar.

Source: Compiled by CENSIS from ISTAT data.

Table 3: Extrascholastic VT: Course attendance according
to branch of economic activity

Regions	Agr.	Ind.	Craft Ind.	Comm.	Serv.	Hotel+ Cater.	Other	TOTAL
Piemonte	3.966	11.795	2.407	8.768	2.206	40	3.236	32.416
Valle d'Aosta	31	105	600	307	-	-	31	1.274
Lombardia	6.583	23.673	4.414	13.777	8.391	1.650	4.914	63.402
Trentino Alto Adige	601	2.801	1.187	973	440	1.090	1.382	8.474
Veneto	3.718	9.248	918	4.490	544	346	1.852	21.116
Friuli Venezia Giulia	798	3.127	372	1.208	430	232	975	7.142
Liguria	55	3.131	605	1.521	375	22	1.130	6.839
Emilia Romagna	9.883	8.347	2.967	3.213	2.213	2.347	4.073	33.043
Toscana	2.180	2.827	986	778	1.191	233	405	8.600
Umbria	1.517	1.003	-	222	-	19	369	3.130
Marche	2.204	1.702	459	653	435	153	8	5.614
Lazio	249	7.667	921	9.187	969	70	6.859	25.922
Abruzzi	2.075	3.914	192	1.236	489	47	71	8.024
Molise	313	332	207	283	70	90	466	1.761
Campania	2.179	5.702	1.540	3.260	744	756	217	14.398
Puglia	428	3.347	651	1.854	585	65	2.230	9.140
Basilicata	10	1.027	390	264	-	-	9	1.700
Calabria	1.007	2.039	427	691	523	265	-	4.952
Sicilia	2.221	3.242	151	1.904	591	585	3.359	12.053
Sardegna	1.107	2.322	151	255	301	405	-	4.541
Italia	41.125	97.351	19.745	54.942	20.497	8.395	31.586	273.541

% Breakdown by region

Piemonte	12.2	36.4	7.4	27.1	6.8	0.1	10.0	100.0
Valle d'Aosta	2.4	8.2	62.8	24.1	-	-	2.5	100.0
Lombardia	10.4	37.3	7.0	21.7	13.2	2.6	7.8	100.0
Trentino-Alto Adige	7.1	33.1	14.0	11.5	5.2	12.9	16.2	100.0
Veneto	17.6	43.8	4.3	21.3	2.6	1.6	8.8	100.0
Friuli-Venezia Giulia	11.1	43.8	5.2	16.9	6.0	3.3	13.7	100.0
Liguria	9.8	45.8	8.8	22.3	5.5	0.3	16.5	100.0
Emilia Romagna	29.5	25.3	9.0	9.7	6.7	7.1	12.3	100.0
Toscana	25.4	32.9	11.5	9.0	13.8	2.7	4.7	100.0
Umbria	48.5	32.0	-	7.1	-	0.6	11.8	100.0
Marche	39.3	30.3	8.2	11.6	7.8	2.7	0.1	100.0
Lazio	1.0	29.6	3.5	35.4	3.7	0.3	26.5	100.0
Abruzzo	25.8	48.8	2.4	15.4	6.1	0.6	0.4	100.0
Molise	17.8	18.8	11.7	16.1	4.0	5.1	36.5	100.0
Campania	15.1	39.6	10.7	22.6	5.2	5.3	1.3	100.0
Puglia	4.7	36.6	7.1	20.3	6.4	0.5	24.4	100.0
Basilicata	0.6	60.4	23.0	15.5	-	-	0.5	100.0
Calabria	20.3	41.2	8.8	13.9	10.6	5.4	-	100.0
Sicilia	18.4	26.9	1.2	15.8	4.9	4.9	27.9	100.0
Sardegna	24.4	51.2	3.3	5.6	6.8	8.9	-	100.0
Italia	15.0	35.6	7.2	20.1	7.5	3.1	11.5	100.0

Source: Compiled by CENSIS from ISTAT data.

Table 4: Apprentices in the age group 14-19, as a total, declared and dependent (1977-1981)

Year	Apprentices	Labour force (14-19 year-olds) in 1000			Appr.		Appr.	
		Total	Declared	Dependent	Total labour force	% labour force	Declared	% Dependent
1977	678 510	1 121	1 025	939	60.6		66.2	72.3
1978	690 276	1 077	993	904	64.1		69.5	76.4
1979	732 100	1 114	1 029	940	65.7		71.1	77.9
1980	738 193	1 154	1 066	971	64.0		69.2	76.0
1981	711 688	1 106	1 025	931	64.3		69.4	76.4

Source: ISTAT Ministero Lavoro e Previdenza Sociale

1.4 Future trends in the light of the modification of the higher secondary school and the link between the formal education system and VT activities

The bill remodelling the higher secondary school, which is at present before the Chamber of Deputies, provides for a closer link between VT activities and the formal education system.

Whereas the high school, a single entity divided into departments covering different areas of job skills, is entrusted with broadly-based cultural and vocational training, VT is responsible for creating a transitional link between school or college and the labour market, both for those who leave after completing courses of formal education and for those who leave the education system earlier, via short vocational training courses (see diagram no. 3).

Moreover, provision is made for a return to full-time education (art. 15), subject to entrance tests, for those who have acquired a vocational skill (either by following vocational courses or at work).

Lastly, the fate of vocational colleges and art colleges is still in the balance; the re-organization of secondary schools into 5 year sections is scheduled to include their gradual transformation from the current arrangement as VT responsibility is progressively transferred to the regions.

Nevertheless, there is still a fierce debate on this subject, related in the main to the need to avoid losing the cultural and educational heritage and vocational ability represented by these colleges, and also to the need,

alleged by some, to retain short scholastic courses, which are preferred by one section of school and college students.

As stated earlier, the education reform act is currently before one section of Parliament: thus it will probably be passed in the next few months, unless the parliamentary process is interrupted.

CHAPTER 2

TRAINERS: A BASIC DESCRIPTION

In Italy, trainers involved in VT activities aimed at placement in first jobs may be divided into:

- the teaching staff of Vocational Colleges and Technical Colleges, both state-run and private;
- the teaching staff of Vocational Training Centres, be they regional, run by associations or by other approved bodies;
- operators working in In-Service Training Centres, in both nationalized and private undertakings.

Each of these groups is characterized by a high degree of diversity, in both quantitative and qualitative terms.

2.1 Teaching staff in Vocational Colleges and Technical Colleges

In the 1977/78 academic year there were 45 828 teachers in Vocational Colleges; in the same year there were 100 483 teachers in Technical Colleges; taken together the two groups account for over 146 thousand individuals.

2.1.1 Up-to-date information for the school year 1980/81 (source: Treasury Ministry) is available for state school teachers; they number more than 141 000 (47 170 in Vocational Colleges, 94 424 in Technical Colleges), which means that they constitute 70 % of teaching staff in higher state secondary schools.

The sex ratio reveals a preponderance of male staff, 58.1 % in Vocational Colleges, 53.5 % in Technical Colleges, with

just over one half representation in higher secondary schools, where male preponderance is reduced (50.8 %).

In terms of geographical distribution, the regions of Northern Italy are best represented (39.7 % for Vocational Colleges, 42.7 % for Technical Colleges), with regions in the south (38.4 % for Vocational Colleges, 36.6 % for Technical Colleges) and the centre (21.9 % for Vocational Colleges, 20.7 % for Technical Colleges) coming a close second. There is a difference in the general distribution of higher secondary school staff, 39.4 % of whom work in the south, 39.9 % in the north, and 21.6 % in central regions.

As to legal position, most staff members are established in their posts (71.3 % in Vocational Colleges, 79.9 % in Technical Colleges), thus reflecting the general situation in higher secondary schools (where established staff make up 80.8 % of the whole), and more generally the situation obtaining in the whole education system, where the proportion of temporary staff - i.e. employed under temporary contract - continues to decline.

Finally, the pupil/trainer ratio is as follows:

- 1 to 9.1 in Vocational Colleges;
- 1 to 10.5 in Technical Colleges;
- this compares to a 1 to 10.7 average ratio for higher secondary schools.

It is more difficult to determine a precise differentiation between VC and TC teachers on the basis of qualifications, subjects taught and vocational specialization.

A difference in qualifications emerges between teaching staff stricto sensu and teachers coming from industry and commerce (It.: ITP).

The former are in the majority (more than 90 % in Technical Colleges and more than 75 % in Vocational Colleges) and teach general subjects (Italian, languages, mathematics, sciences, etc.) and subjects with a vocational bias (chemistry, commerce, electronics, mechanics, technical drawing, etc.), albeit always in a theoretical manner. The latter, a smaller group - despite their greater numbers in many Vocational College departments - supervise practical and workshop activities in various subjects and hence operate above all on a practical plane.

As to subjects taught, general subject teachers make up more than one half of the teaching staff in Vocational Colleges and in Technical Colleges: it is not possible to obtain updated information in this area, but table 5 on the higher secondary school in school year 1978/79 is informative: of a total of 45 000 teachers in Vocational Colleges, teachers of general subjects number a little over 20 000, whereas in Technical Colleges the figure is more than 61 000 (of a total of just over 100 000).

As to vocational specialization, the majority of teachers are to be found in Vocational Colleges and Technical Colleges which train students for jobs in commerce and in the service sector, as opposed to the minority who work in colleges which train students for jobs in the production sector (industry, craft industry and farming). The estimated ratio is of the order of three to two and is shifting towards

two to one, in tandem with a gradual shift of students from the production sector courses - more popular in the 60's and early 70's - towards commercial and tertiary sector courses - more popular from the mid-70's onwards and continuing to expand.

2.2 Teaching staff at Vocational Training Centres

For the training year 1979/80, 28 000 members of staff of Vocational Training Centres were recorded, of whom 20 500 were teaching staff. Not all teachers and other staff work in state VTC's (centres run by the region, province or local authority, where responsibility for the management of the centres has devolved upon local authorities): their share amounts to 25 % of the total (a little more than four thousand individuals), whereas the remainder is divided between public and national bodies, as well as bodies of a local nature.

A survey carried out by ISFOL in the 1978/79 training year (1) - on a sample of more than 8 800 teachers - makes it possible to establish a fairly accurate picture of the characteristics of VTC teaching staff, in terms of both structural composition and teaching activity.

2.2.1 There is a clear predominance of males (70 %) in the sex ratio, above all among teachers of practical and technical subjects; 36.7 years is the mean age.

As to qualifications, more than two thirds (68.8 %) hold diplomas, followed by those holding the higher school leaving certificate (or equivalent) - (14.7 %) and graduates (13.3 %); there is also a small proportion who only hold the primary leaving school certificate.

(1) The survey is currently being repeated for training year 1981/82.

In regard to activities prior to teaching in VTC's, a considerable number have no work experience whatsoever (22 %), and another group (also 22 %) has previous teaching experience - in schools and other VT courses -, but by far the largest group is made up of those with previous vocational experience - as employees or self-employed workers - (45.8 % plus another 6.9 % with intermittent past job experience), especially in industry (20.4 %).

As to their contractual status, less than two thirds (63.5 %) are established members of staff - or have a contract of indeterminate duration - whereas a considerable number have contracts of limited duration (28.5 %), and the remainder enjoy different status (professional assistance, etc.).

2.2.2 Turning to aspects pertaining more specifically to teaching, it should be noted that distribution by qualifications shows a prevalence of teachers of practical subjects and theoretical/practical subjects (circa 55 % in all) over teachers of theoretical subjects.

Looking at subjects taught or school departments, vocational technological subjects predominate over theoretical disciplines, followed at some distance by general knowledge and basic science subjects; for teachers of practical subjects, the manufacturing sector is best represented (66 %) - especially mechanics and electronics - as opposed to the commercial-services sector.

The weekly teaching timetable is generally between 19 and 24 hours, and this applies to over half of those interviewed (54.4 %), and to an even higher percentage of teachers with a contract of indeterminate duration (60.2 %).

The pupil/teacher ratio is currently of the order of 11.4 to 1, tending to increase, but subject to high geographical variations, from region to region (varying from 4.4 in Umbria to 19.1 in Campania) and according to type of administration - on average, the ratio in regional VTC's is lower than that prevailing in VTC's run by other bodies.

2.3 Operators in Companies' Own Training Centres

Operators in Companies' Own Training Centres, or at least those responsible for staff training, constitute the group least capable of definition, both quantitatively (a proper census of all undertakings would be necessary in order to obtain accurate information) and in terms of job definition (ad hoc trainers work in a training role alongside specialists).

2.3.1 Nevertheless all or nearly all the very largest undertakings (over 1 000 employees), both public and private, use specialists to run training courses, including those for first jobs at all levels. However, these individuals may belong to:

- a specific training scheme run by the undertaking, or occasionally to a more general function of personnel management (these are the most common cases, especially in undertakings of a public nature);
- or to an undertaking, or an independent centre - although these invariably operate within a group - which is asked to provide training facilities: for example, ANCIFAP for the IRI group (public), ELEA and ISVOR respectively for Olivetti and FIAT (private).

The number of those providing training facilities is also extremely variable: alongside training departments and services with a large number of specialized staff, there are others, much smaller, which are run by calling in outside assistance and expertise (in the Pirelli company, by way of example, the training service consists of 15 people).

It is possible to estimate the numbers of training staff in large undertakings at a few thousand individuals.

2.3.2 Nevertheless, in numerical terms, small and medium-sized undertakings account for the greater part of the economy and industry, and constitute the main channel for placing young people in their first jobs, whether these are manual or office-based.

It is a widely-shared belief, confirmed by a number of surveys, that the average career pattern starts in small-scale undertakings, where the individual is first introduced to the realities of working life and learns practical and vocational skills, and thence moves on to large companies, or at least larger businesses, where it is rarer to find a first job. In fact, training staff members or those with other job experience tend to be taken on in large undertakings.

But in small and medium-sized undertakings, which are responsible for the greater part of placement and on-the-job training, the role of the trainer is conspicuous by its absence (with a few exceptions). Most frequently, training takes place directly on the job, trainees being entrusted to more experienced workers (in some cases, the proprietor

of the undertaking) who have no special background or qualifications to perform training activities and tasks.

There is thus a large number of ad hoc trainers: if one considers that, as has been stated, there are more than 700 000 trainees, the number of ad hoc trainers is estimated to run to a few hundred thousand.

2.4 Summary conclusions

2.4.1 To the careful observer, the body of VT trainers reveals itself to be numerous, complex and made up of various categories.

From the quantitative point of view, although it is not always easy to give a precise definition of the limits of the category (or rather of the various categories) merely by considering the specific trainers involved, one is dealing with a group of nearly 180 000 to 200 000 individuals; and as to ad hoc trainers, it is not a gross exaggeration to state that they number more than half a million individuals.

As to their complexity, individuals of vastly differing job status are involved, not only from a strictly occupational point of view, but also as regards social grouping and general educational background.

As to composition, even within the various categories it is possible to discern widely varying job descriptions and career patterns.

2.4.2 With strict reference to the more formalized and definite categories, that is to say teachers in Vocational Colleges and Technical Colleges on the one hand, and trainers in Vocational Training Centres on the other, one should remember:

- the difference (in composition) between teachers of theoretical and general subjects and teachers of practical and vocational subjects: the former predominate among school and college staff, and the latter predominate among VTC staff;
- in more general terms, the differences in the objectives of vocational training: in schools and colleges it is more general and aimed mainly at the service sector; in the case of VTC's it is more specific and aimed chiefly at the production sector.

Table 5: Teachers in State Vocational Colleges (1980/81)

	Legal status		S e x		Total
	established	non-established	Male	Female	
North	12 328	6 414	10 174	8 568	18 742
Centre	7 669	2 644	5 500	4 813	10 313
South	13 627	4 488	11 722	6 393	18 115
Total	33 624	13 546	27 396	19 774	47 170
Male	18 671	8 725			
Female	14 953	4 821			

Source: Treasury Ministry

Table 6: Teachers in State Technical Colleges (1980/81)

	Legal status		S e x		Total
	established	non-established	Male	Female	
North	29 936	10 344	20 374	19 906	40 280
Centre	16 173	3 412	9 760	9 825	19 585
South	29 379	5 180	20 355	14 204	34 559
Total	75 488	18 936	50 489	43 935	94 424
Male	38 645	11 844			
Female	36 843	7 092			

Source: Treasure Ministry

Table 7: Teachers in Higher State Secondary Schools (1980/81)

	Legal status		S e x		Total
	established	non- established	Male	Female	
North	58 973	19 418	37 713	40 678	78 391
Centre	36 236	7 253	20 592	22 897	43 489
South	67 235	11 988	43 838	35 385	79 223
Total	162 444	38 659	102 143	98 960	201 103
Male	78 961	23 182			
Female	83 483	15 477			

Source: Treasury Ministry

Table 8: Teaching staff per subject group taught in higher secondary schools

Type of School	Literary Historical and Philosophical Subjects	Langs.	Legal and Economic Subjects	Scientific Subjects	Technical Subjects	Physical Education	Religion	Practical Work and Applied Art	Other Subjects (a)	Other MF	Other F
Higher secondary school	58 264	23 712	6 798	44 166	31 741	14 969	9 897	21 957	15 216	224 720	107 477
Vocational Colleges	6 105	5 069	1 422	6 216	8 548	2 617	1 935	10 392	3 524	45 828	18 370
Agr. Colleges	440	266	117	454	997	298	250	1 288	98	4 148	1 212
Industrial Colleges	2 472	986	303	3 358	4 654	1 060	813	7 276	220	21 142	4 204
Merchant marine "	76	51	15	102	118	32	29	204	7	634	153
Comm. Colleges	2 202	2 731	767	1 610	2 202	879	577	203	2 524	13 695	9 033
Catering Colleges	306	638	106	166	317	162	100	662	176	2 633	1 166
Women's Colleges	609	397	114	526	260	186	166	819	499	3 576	2 602
Technical Colleges	18 130	11 046	5 091	22 845	21 230	6 023	3 608	8 452	4 058	100 483	44 412
Agric. Colleges	564	180	68	846	619	214	123	623	109	3 346	1 108
Industrial Coll.	5 279	1 733	493	8 304	8 738	1 551	1 074	7 077	419	34 668	10 045
Nautical Colleges	375	162	58	391	517	114	67	320	46	2 050	655
Comm. Colleges	8 129	6 991	3 544	8817	6446	2 987	1 575	-	2 643	41 132	23 242
Geom. Colleges	2 517	746	531	3 286	4 203	767	521	-	366	12 937	4 608
Tourism Colleges	216	284	83	79	205	67	34	19	54	1 041	701
Business Colleges	539	684	182	613	248	193	101	43	197	2 800	2 030
Women's Colleges	511	266	132	509	254	130	113	370	224	2 509	2 023
Training schools*	970	6	25	519	235	228	253	-	737	2 973	2 389
Training colleges**	7 488	1 410	32	3 337	146	1 372	1 101	-	2 062	16 948	10 965
Scient. grammar	12 191	3 747	41	6 718	176	2 560	1 499	-	1 797	28 729	16 510
Grammar schools (general)	9 084	1 425	30	2 908	32	1 450	1 040	-	143	16 112	8 595
Grammar schools (languages)	1 000	991	27	397	7	237	149	-	80	2 888	2 146
Art colleges	851	11	130	742	811	288	186	1 598	1 281	5 898	2 203
Art schools	445	7	-	484	556	194	126	1 515	1 534	4 861	1 887

a) subjects for which teachers are not required to be graduates, e.g. drawing, music, shorthand, typing, computing.

*for nursery school teachers

**for primary school teachers

Source: ISTAT

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Table 9: Number of VTCs centres, serving staff, in 1975/80 by region

R e g i o n	V T C		Absolute		Average number of courses per centre	S t a f f		TOTAL	% teaching staff
	Absolute figures	%	figures	%		Teachers	Others		
Piemonte	84	5.2	915	7.3	10.3	1 501	531	2 032	73.5
Lombardia	253	14.7	2 889	22.7	11.4	4 752*	1 439*	6 191	71.8
Liguria	36	2.1	453	3.5	12.6	858	223	1 081	79.4
Italia nord-occid.	378	22.0	4 257	33.4	11.3	7 111	2 193	9 304	76.4
Trentino Alto Ad.	39	2.3	364	2.8	9.3	702	298	1 000	70.2
Veneto	151	8.8	835	6.6	6.6	1 543	610	2 153	71.7
Friuli Venezia									
Giulia	35	2.0	374	2.9	10.7	740	281	1 021	72.5
Emilia Romagna	68	4.0	617	4.8	9.1	1 166*	376*	1 542	75.6
Italia nord-orient.	293	17.1	2 190	17.2	7.5	4 151	1 565	5 716	72.6
Toscana	109	6.3	335	2.6	3.1	485	245	730	66.4
Marche	44	2.6	219	1.7	5.0	533	260	793	67.2
Umbria	23	1.3	73	0.6	3.3	192	37	229	83.8
Lazio	93	5.4	659	5.1	7.1	1 069	472	1 541	69.4
Italia centrale	269	15.6	1 286	10.1	4.8	2 279	1 014	3 293	69.4
Abruzzo	63	9.7	391	3.1	6.2	747	336	1 083	
Molise	18	1.1	97	0.8	5.4	191	82	273	70.0
Campania	300	17.5	1 946	15.3	6.3	1 850	714	2 564	72.2
Puglia	132	7.8	522	4.1	4.0	1 000	467	1 467	68.2
Basilicata	17	1.0	120	0.9	7.1	224	59	283	79.2
Calabria	62	3.6	238	1.9	3.8	769	414	1 183	65.0
Sicilia	136	7.9	1 202	9.4	8.8	1 542	312	1 854	83.2
Sardegna	50	2.9	487	3.8	9.7	651	240	891	73.1
Italia meridion.	778	45.3	5 003	39.3	6.4	8 974	2 524	9 598	72.7
Italia	1 718	100.0	12 736	100.0	7.4	20 515	7 396	27 911	73.5

*Estimate

Source: ISFOL

Table 10: VTC Teaching staff by type of certificate
and subject or teaching department (% figures)

Subjects taught	Up to school leaving certificate	Type of certificate			Total	
		Diploma Voc.techn. or other	Diploma Grammar and secondary	Degree Scient. techn. econ.		
Theoretical subjects						
General and civic knowl.	2.3	6.6	41.5	8.9	51.5	17.6
Languages	0.6	4.0	10.3	3.7	25.4	7.2
Science subjects	1.5	15.4	16.1	38.8	6.6	15.6
Vocational technols.	54.3	61.3	21.8	39.9	11.4	46.9
Unspecified	41.3	12.7	10.3	8.7	5.1	12.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Practical subjects						
(sector)	37.0	29.0	3.6	3.1	2.9	28.6
Mechanics	16.7	28.3	13.1	20.5	1.5	23.1
Electr.electron. electromech.	14.1	3.5	4.5	0.8	7.2	6.8
Textiles-leather- clothing	6.3	7.8	8.1	11.8	10.1	7.5
Other manufac. sectors	74.1	68.6	29.3	36.2	21.7	66.0
Total manuf.sectors	5.7	1.8	1.1	-	1.5	2.9
Catering-public services	0.8	6.7	26.3	3.9	7.2	6.2
Secretarial- shorthand typing	0.1	4.3	7.5	15.8	7.3	3.6
Finance-acctng.- administration	4.4	3.1	8.7	16.5	10.1	4.4
Various services	11.3	8.8	11.7	11.8	26.1	10.1
Others	22.3	24.7	55.3	48.0	52.2	27.2
Total services	3.6	6.7	15.4	15.8	26.1	6.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: ISFOL-regional survey

CHAPTER 3

TRAINING, RECRUITMENT, QUALIFICATIONS

The three groups of trainers set out in Chapter 1 also display variations from an institutional point of view, in respect of training, recruitment and qualifications. First and foremost it must be remembered that:

- VC and TC teachers are in the main state employees (1);
- VTC teachers are still in part public employees of the regions and other regional authorities (provinces and local authorities), and in part work for associations and bodies of a different nature, but which, to all intents and purposes, may be assimilated to private employers;
- in-service trainers are in the main employees of the undertakings in which they operate, and in any case are covered by collective labour agreements (national and within the undertaking) for the sector to which they belong, even though they may work in independent training centres.

These variations in institutional terms have a bearing on the other aspects which this chapter is designed to highlight.

3.1 Teachers in Vocational Colleges and Technical Colleges
Generally speaking, the work of Vocational College and Technical College teachers is organized in a manner broadly similar to that applying to teachers in other types of schools, according to the guidelines of DPR (Decree of the President of the Republic) no. 417/1974: Rules governing the legal status of teachers, heads of school and school inspectors in State nursery, primary, secondary and art

(1) With the exception of private school teachers.

schools, and as regards experimental research and refresher courses, the provisions of DPR no. 419/1974 apply:

Experimentation and educational research, further general and vocational training and the setting up of appropriate institutions, which is illustrated below in outline.

Upon this basic piece of legislation have been grafted subsequent circulars and factors contained in various agreements for the renewal of contracts in recent years.

3.1.1 Title I of DPR 417 concerns the teaching profession, including heads of school and inspectors. Following an affirmation of the guarantee of teaching freedom (Art. 1), Article 2 sets out the concept of teaching.

Title II deals with recruitment: entry into actual posts is gained by competition on the basis of qualifications and tests.

Among the prerequisites for admission to competitions are the requirement of a full university education (Art. 7), with an exemption granted for special subjects of a peculiarly vocational and technical nature - other than art - calling for special skills, and a maximum age limit of 40.

The competition (Art. 13) includes one or more written or practical tests, followed by attendance at a practical course lasting several months, leading to a final oral examination (1). The course is aimed at ascertaining professional ability and aptitude.

(1) The law on temporary staff, currently under discussion in parliament, partially modifies competition procedure.

In special cases provision is made for competitions based on qualifications alone.

After having passed the competition and once the list of successful candidates, together with their marks, has been published, the teacher is assigned to a school for a one year probationary period, after which establishment in the post is confirmed (Arts. 57 and 58).

Title III lists rights and entitlements, i.e. trade union rights, holidays, that is to say paid holidays (usually 30 days per annum) and other entitlements, in other words, periods of absence from work on part pay or without pay, on personal grounds or for reasons of study, transfers from one school to another and transfers from one post to other institutions, as is the case, for example, with yearly postings, i.e. temporary assignment to other state administrative departments, or to other bodies or associations which are legal persons responsible for training, educational and counselling activities.

Title III also sets out a number of duties, i.e. first and foremost, working hours, which are fixed at 18 hours per week for teachers in any type of secondary school, plus 3 additional hours per week for teachers of practical subjects, to allow for the preparation of practical work, to which are added 20 hours per month for non-teaching activities linked to the running of the school.

The subsequent titles refer to disciplinary measures, procedure for giving notice, retirement pay, social security arrangements and final and transitional rules.

3.1.2 Title II of DPR no. 419/1974 is particularly significant, and deals with General and vocational further training.

Further training is defined above all as an entitlement and duty for school staff and is understood to mean:

- keeping abreast of developments in individual subjects and in related disciplines;
- further teacher training;
- participation in educational research and innovation.

An annual further training programme in each school and college is scheduled, and provision is made for outside experts and teachers to be called in.

Research, experimental and further training in education are organized and co-ordinated by the competent regional institutes (IRSSAE), subject to ministerial supervision and governed by the rules of Title III, DPR 419/1974.

3.1.3 Rather than being applied to the letter, the rules set out above are to be seen as a backdrop to what actually occurs.

In recent years recruitment has been concerned to provide permanent jobs for teaching staff already employed in a temporary capacity (temporary appointments and supply teachers), whereas recruitment of non-graduates has been very limited. As a consequence of this, it is fair to state

that the teaching staff of schools and colleges, including secondary schools, which in turn include VTC's and TC's, is stabilizing, but on the basis of staff policies rather than more far-ranging education policies. Efforts have been concentrated on quantity rather than quality, both in order to cope with a real increase in educational attendance (particularly in secondary schools, and more especially in TC's first, followed by VC's), and in order to provide an outlet for a number of graduates and diploma-holders who were creating a build-up of pressure on the labour market.

The principles informing traditional selection have been overturned, without having been superceded by fresh principles, and this has had a detrimental effect on preparatory work and teaching quality, especially as regards subjects of a particularly vocational and technical nature.

Over the last few years, further teacher training and the acquisition of further qualifications by staff members has reflected topical requirements rather than long-term planning. This is certainly related to the slow running-in period of the IRSSAE (in many regions there is still no legal basis for them!), but also to the composition of the teaching body.

In fact, the prevalence of a general component in the teaching body, both in terms of subject matter and training, has led in many cases to the provision of refresher courses which themselves are of a largely general character, and hardly ever technical or strictly vocational in nature.

3.2 Teachers in Vocational Training Centres

VTC teachers' activities are governed by the provisions of Article 9 of the Framework Law on vocational training (Law no. 845/1978).

These refer in large parts to teachers in state VTC's, who are deployed on a regional scale; as to the legal and economic content, reference is made to trade union agreements drawn up between regions, government and trade union organizations on the one hand, and to subsequent regional legislation on the other.

Teachers are guaranteed:

- teaching freedom;
- career development by virtue of technical, educational and general refresher courses;
- participation in the activities of institutions in which they work.

On the subject of teaching staff working in training bodies operating in the sector, the last section of the article merely states that their emoluments shall be analogous to those paid to regional staff. Some three and a half years after the law's entry into force, some regions have still to enact legislation in the VT field and only ten or so - that is, slightly more than one half - have enacted specific measures in relation to teaching staff. It is, however, somewhat difficult to produce a structured analytical comparison of the various measures. Legislation on teaching staff is usually brought together under a specific title of a Regional Act.

In the Piemonte Regional Act (L.R. no. 8/1980) for example, the specific rules on teaching staff are contained in four articles (Arts. 30-33) concerning:

- emoluments and legal status;
- teacher training and further teacher training;
- the creation of a regional professional register;
- the creation of an advisory joint committee for staff relocation and appointments.

In the Lombardia Regional Act (L.R. no. 95/1980) as subsequently amended), on the other hand, rules on teaching staff are contained within rules on the internal organization of VTC's, and in particular:

- the composition and tasks of the College, including those of the Teaching Council;
- the creation of a regional training Register;
- teachers' rights and duties;
- legal status and emoluments;
- operators in approved Centres;
- the creation of a regional joint committee for staff relocation and further training;
- finally, the adjustment of salary and legal provisions to the requirements of collective labour agreements.

An examination of individual regional laws would be overlengthy; what is important is to emphasize how these laws tend to formalize the role and conditions of employment of VT public employees, along the lines of state teaching staff.

3.2.1 In June 1981 the three year collective labour Agreement for VT operators working in approved private bodies was renewed by the education trades unions of the Trades Union Confederation and representatives of the main approved private bodies, in the presence of representatives of the regions.

Apart from rules of a general nature, it is important to note that:

- appointments are subject to the approval of the region (and the local authorities, if authority is so delegated) and shall be made pursuant to regional legislation (Art. 9);
- nevertheless, in the case of new appointments, provision is made for reference to those listed in the regional VT register (Art. 11);
- provision is made for the development of further training activities, within regional plans; proposals put forward by the bodies must be discussed and decided together with the Teaching College (Art. 13).

The agreement naturally defines financial and legal aspects, including in particular the working timetable (24 hours per week for teachers, plus 20 hours per month for further training courses), overtime, transfers and holidays.

Even in the case of teachers working for private VT bodies it is possible to discern a trend towards a formalization of conditions of employment, in a manner similar to that which is occurring for public VT employees.

3.2.2 As has already been stated in the case of legislation on schools and colleges, the outlines of the legislation referred to constitute, more than anything else, a backdrop to the current situation. Indeed, in recent years (especially since the entry into force of the framework law) efforts have been focussed on rationalizing the earlier situation, at the level of both public and private centres.

A complex intermeshed organizational and administrative situation was inherited from the Ministry of Labour and the years of regional administration which preceded the framework law. Thus a process of reorganization is afoot, which also has an impact on new legislative instruments at regional level.

As regards the main features of the teachers' position (recruitment, emoluments and legal position, further qualifications and further training), there are two main aspects (applying to publicly- and privately-employed teachers alike):

- the first, positive aspect is a more precise definition and formalization of these areas, in contrast to the earlier "unco-ordinated" administration;
- the second, negative, aspect is the phenomenon of rounding down on the model of the state school teacher, which only partially corresponds to the role and tasks of VT trainers.

Finally, on the subject of further training, the difficulty of co-ordinating initiatives and activities in the light of the considerable fragmentation of responsibilities should be borne in mind - fragmentation between regions, local and private bodies - in conjunction with wide variations in training levels and background of the staff themselves.

3.3 Operators in Companies' Own Training Centres

The situation and activities of in-service trainers, in fact, presents extremely diverse characteristics from undertaking to undertaking. It is difficult to reduce the figure of the trainer to a single model, in as much as roles and duties often vary widely from one set of circumstances to another.

The same blurring occurs at the level of recruitment methods and procedures: in many cases trainers have come up through the company, but in others their background includes different vocational experience acquired outside the undertaking. Even earlier training is susceptible of variations: in many instances, especially for younger individuals, one is dealing with graduates, but older operators include a large number of technical staff or heads of section, who do not have higher education qualifications.

All this reflects on the level of their inclusion in the system, which is only rarely managerial, whereas more often it is at employee level, according to the provisions of the various category agreements. There are some grey areas in respect of further training and further qualifications, too: very often there are company sponsored initiatives, organized by one or more undertakings, especially if they

are large-scale businesses; moreover, there is a very large number of programmes run by business advisory centres or bodies, which invariably operate on the basis of their own unco-ordinated concepts or guidelines.

Finally, and for all these reasons, it is difficult to define in-service trainers and to organize them to fit a single common denominator.

CHAPTER 4

CURRENT NEEDS AND PROBABLE TRENDS

In order to gain a general picture of current needs and probable trends over the next few years, it is essential to take account of both the actual situation and the developing momentum of VT activities as a whole, as well as the position of trainers, and any changes which may affect them in the future.

4.1 Dynamic trends in the system of production and the training system

In the early eighties, and probably to a greater extent in the years to follow, VT activities are affected, not only by a series of changes linked to technological advances and changes in working organization (and hence in job structures), but also by changes in the organization of education and training. This is partly as a result of a change in the body of users and of the social demand for education expressed by them.

4.1.1 The introduction of new working technologies, especially the deployment of robots and computerization in all their applications, is no longer an immediate future development, but is already underway and affects both the production and tertiary sectors.

All this has a profound effect on the content and nature of employment, quantitatively as well as qualitatively. Indeed, the employment structure is being altered, both at sectoral level (a considerable drop in manufacturing sectors, growth in the skilled service sector and in services in general) and within sectors according to degree of skill (with employment prospects for medium- to highly-skilled workers picking up and those of unskilled and

partially-skilled workers falling off). Hence there is a process involving a reshuffle of workers and of their areas of activity: naturally this has organizational and substantive repercussions on VT activities. In organizational terms, VT activities should be modified in the direction of in-service training (not only in order to facilitate recycling considerable numbers of the work force, but also in order to meet the constant changes and modernization which affect the labour force); as to content, greater priority should be given to new factors and to new theoretical and practical subjects.

Obviously these considerations will to a large extent govern certain aspects of the position of VT teaching staff and the nature of their work.

4.1.2 Changes in education and training come in addition to changes at the workplace. The training system as a whole seems to be undergoing redefinition in relation to the tasks it is called upon to carry out within society and it also appears to be in a phase of internal re-appraisal.

There is a move away from the traditional view towards a concept of the tasks incumbent on the training system which is centred more on methods and instruments than on content; there is a move away from the traditional stance towards a review of training opportunities provided for those in the 15 to 20 age group. In this regard the bill modifying the higher secondary school is important since, to a large extent, it brings together the various training institutions, albeit with a differentiation of specialization, and the link between school-leaving and entry into the job market,

for which the regional VT system is responsible. As to the latter, a great deal of VT activity must be redirected to basic training aimed at a more carefully prepared transitional point between formal education and work, in order to set up a genuine interface between the two. Alongside these structural changes, there are further changes which concern the trainees, their composition and their training requests.

Apprenticeship merits a separate mention, since over the years it has tended to be used as an instrument of labour policy rather than as a training system. It seems necessary to breathe fresh life into it, by isolating ways of linking training and work which relate to the changed patterns of undertakings and of the young user population.

Those availing themselves of training programmes are decreasing in number, at least as far as young people are concerned: the drop in the birth rate which started in the late 60's and early 70's is beginning to affect school intake and college intake, amounting to a drop in overall school and college numbers, usually after the third form of secondary school. The combined effect of these two factors is beginning to create difficulties in respect of the scale of the training system, as it has been developed and consolidated in recent years.

The decline in numbers must be seen in relation to a change in the social demand for education, which tends to consider traditional institutions and training programmes to be less important than new ones. This is a qualitatively different demand for training than that which the vocational training system is equipped to meet. The success of innovatory

training initiatives and fresh tools and methods of training and information is therefore highly significant.

These factors also compound the difficulties of the position in which VT staff find themselves, as well as those affecting their sphere of activities, and further illustrate the changes they are called upon to tackle.

4.2 Redefinition of the trainers' role

A second order of problems relates more specifically to the trainers' vocational role, and may be broken down, as in Chapter 2, into initial training, recruitment, the acquisition of skills and refresher courses.

4.2.1 It has already been seen that the training followed by VT teaching staff is very diversified, as is their level of preparation.

Generally speaking, there are no specific training colleges offering a special curriculum for teaching staff: there are no special subjects or course material relating to teaching and training management in university curricula, even in those departments which send most graduates into the teaching profession. That shortcoming is all the more obvious in relation to VT teachers, whose background is very varied, often displaying a technical slant, but not always to university level.

When speaking of institutes of secondary education (IP and IT) and of vocational training centres (CFP), it may be stated that there is one group of teachers of general subjects which has a basic training unrelated to VT activities,

and that another group is made up of teachers of technical and practical subjects who are not always highly qualified and do not usually have a general teaching/training background.

The first group predominates in technical colleges and in vocational technical colleges, the second in vocational training centres. The training of in-house VT personnel is a priority for any well organized and well thought out VT policy.

4.2.2 Methods of recruiting VT staff are highly varied and diversified and in any case rarely reflect the nature of VT activities. In particular, they are very generalized for teachers in technical colleges, and do not differ (except for the teaching of certain practical subjects) from those applied to teachers in other types of school. Equal opportunity of access to the teaching profession in various types of school in order to cover the timetable for given subjects operates to the detriment of teaching quality in individual subjects.

For CFP teachers - in state and private institutions - on the other hand, recruitment procedures are, or at least until a few years ago were extremely varied, and differed from region to region and from one establishment to another. Today procedures are more purposeful and less divergent and reflect characteristics which in a limited way relate to subsequent VT activities, although rather heavily influenced by patterns of recruitment to the formal education system proper.

For in-house trainers variability of criteria governing recruitment and of recruitment procedures is even more accentuated, such as to rule out any attempt to identify a definite job structure.

4.2.3 The acquisition of further skills and the provision of refresher courses for all groups of teachers considered here are sporadic and variable in nature, and whereas today these activities are on the increase, they cannot be deemed to be tailored to the professional advancement of VT staff. Despite the setting up of IRRSAE for teaching staff in establishments of formal education, despite the provision of refresher courses at regional level for CFP staff and the existence of advice centres providing a service to undertakings, there are no properly structured co-ordinated initiatives covering further study and refresher courses.

Not only this, but no provision is made for the recognition of further training and refresher courses in career advancement, salary or other terms, for VC, TC or, to a large extent, VTC teachers.

Further training and refresher courses in schools may find room for expansion, on the basis of the law on temporary staff (law no. 270/80), enacted recently. The latter provides that each school or college shall have a quota of supranumeraries (i.e. more teachers than those employed for the purpose of teaching set courses), amounting to 5 %.

These supranumeraries may be used:

- either in order to start up larger scale refresher training on the basis of rotation between staff teachers and the supranumeraries;

- or in order to create new career structures alongside that of teacher (librarian, careers adviser, etc.) which may be seen to constitute an extension of the traditional career pattern, possibly creating new and varied job prospects.

Still at scholastic level, the law remodelling the higher secondary school provides for an expansion of refresher course activity, by setting up permanent local centres for the general and vocational further training of administrative and teaching staff.

4.3 Some proposed working conclusions

Faced with the changes affecting VT activities and with those problems which are more closely linked to job structure and the role of teaching staff, some working hypotheses may be submitted in the guise of conclusions.

4.3.1 The problems raised by on-going economic and social developments call for a redefinition of VT activities, which must become progressively ever more distinct from scholastic activities stricto sensu. The secondary school bill, if it gets through parliament, may well facilitate this process of differentiation, requiring the secondary school to provide basic preparatory courses and requiring VT (the regional system working in conjunction with undertakings) to facilitate and assist the phase of transition to work.

But discussion of VT implies that attention must also be paid to more general developments in the current structure of social and productive organization: in respect of these a

redefinition of VT's tasks and aims is called for, moving from initial training towards the transitional phase and in-service training.

4.3.2 The complex nature of the job structure and role of training staff calls for a move towards co-ordinated initiatives and actions having a bearing on all aspects of initial training, recruitment and further study.

Rather than considering central support and co-ordination agencies (which exist in a number of countries), one should produce a list of appropriate modular solutions which take account of various existing VT activities, their various functions and objectives and thus of the various types of teachers and trainers.

It seems necessary to establish greater contact and greater co-operation between schools, CFP and undertakings (or centres involving a number of firms), in order to set up and implement better organized activities in the field, with greater emphasis on trainers' ability to act in that area as well.

Above all one might envisage contacts and meetings between the various categories of VT staff in order to compare and co-ordinate their varied experience.

C E N S I S

MAIN DEFINITIONS

Vocational instruction (see paragraph 1.1): is generally a three year higher secondary school course. This leads to a vocational diploma with which it is possible to pursue studies or to sign on the unemployment register at a job centre.

Vocational training (see paragraph 1.2): is made up of training activities administered by the Regions (either directly by Regional training centres or by virtue of powers delegated to Training agency centres). They vary in length and purpose. Basic training covers two or three years; this leads to a vocational certificate valid for the purposes of signing on the unemployment register at a job centre.

Apprenticeship (see point 1.2.2): is a special type of employment, varying in length according to vocational specialization and sector. This leads to a vocational certificate valid for admission to the next contractual step for that specialization.

Student someone registered for and attending higher secondary school courses.

<u>Pupil</u>	someone registered for and attending training courses at regional training centres.
<u>Apprentice</u>	someone following an apprenticeship.
<u>Teachers (or lecturers)</u>	those teaching in secondary schools or in regional training centres. The former are state employees, the latter either employees of the Regions or of the Training agencies.
<u>Instructors</u>	those providing courses of instruction (in laboratories, workshops, etc.) in regional training centres or in companies' own training centres. Higher secondary school instructors are known as "teachers of theoretical and practical subjects".

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